


**WELCOME
to DAY #2**

**“Assessment Literacy
and Formative
Assessment
Resource Development
Training”**

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Our purpose...

To *enhance* your individual and collective knowledge about classroom assessment practices that lead to higher levels of student achievement.



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Day #2 Learning Outcomes...

- Learn about developing high-quality performance assessments.
- Learn how to design valid, reliable, and fair classroom assessments that meet technical quality requirements of the Wyoming District Assessment System.
- Explore Webb's Depth of Knowledge and how to apply cognitive demand principles to assessment development.
- Discover unobtrusive and student-generated assessment techniques that provide additional checks for understanding.

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HANDOUT PAGE 2




The *foundation* for a high-quality classroom assessment is...

a high-quality proficiency scale.

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**HANDOUT
PAGE 11**



Proficiency Scale Review Checklist

Content Area _____

Grade Level and Standard(s) _____

Criteria	Yes	No	Comments
Specificity The language of each level on the scale is clear and specific.			
Progression Verbs are present and these verbs and corresponding content represent a progression of complexity.			
Comprehensiveness The proficiency scale is double, it has enough depth, yet not so much to warrant an additional scale. Each level on the scale includes one to three related learner expectations.			
Measurability Each expectation is observable and quantifiable.			
Facial Each expectation is written with the verb first to provide focus on what the student should know or be able to do.			
Usability Key vocabulary has been identified at the score 2.0 level.			
Alignment Aligns vertically with previous and/or subsequent grade levels/standards.			


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Please choose one of the proficiency scales found on handout pages 37, 40, and 44.

Consider the criteria in relation to the scale.

How does this checklist support developing a high-quality proficiency scale?

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Day #2 Learning Outcomes...

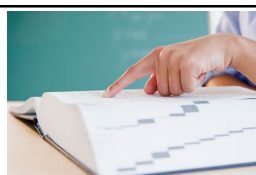
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HANDOUT PAGE 2



Performance assessment defined...



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A performance assessment is one which requires students to demonstrate that they have mastered specific skills and competencies by performing or producing something.

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- ✦ science labs
- ✦ giving a speech or dramatic interpretation
- ✦ creating a piece of art
- ✦ designing and carrying out experiments
- ✦ demonstrating proficiency in using a piece of equipment
- ✦ building models
- ✦ developing, interpreting, and using maps
- ✦ making collections
- ✦ writing term papers, critiques, poems, or short stories
- ✦ giving speeches
- ✦ playing musical instruments
- ✦ participating in oral examinations
- ✦ developing portfolios
- ✦ performing athletic skills or routines

Possible Assessment Methods

- **Selected response**
 - Multiple choice
 - True/false
 - Matching
 - Fill-in-the-blank
- **Constructed response**
- **Performance**
- **Personal communication**
 - Instructional questions and oral examination, interviews, conferences, conversations, student journals/logs

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Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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Students improvise rhythms, melodies and accompaniments within a consistent style, meter, and tonality.

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A performance assessment requires students to apply what they know, not merely to recall or recognize information.

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Defining Performance Assessment

Performance Tasks

+

Rubrics

Has two parts:

- ❖ The task to be completed by students
- ❖ The criteria for judging quality (rubric)

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Generic Art Rubric					
	Perseverance and Completeness	Craftsmanship, Skill, and Consistency	Creativity and Inventiveness	Composition	Work Habits
4	Artwork is complete as the student could make it.	Artwork reflects deliberate control of media. Advanced craftsmanship.	Artwork is completely original, well thought out, and thoroughly developed.	Artwork incorporates several of the design elements (balance, contrast, harmony, emphasis, movement, proportion, pattern, variety, unity, rhythm, repetition).	Student worked in class most of the period. Did not need to be reminded to focus on task. Table conversation was focused on art talk.
3	Artwork is complete, but could use some finishing touches.	Artwork reflects control of media. Proficient craftsmanship.	Artwork is thought out and developed throughout.	Proficient composition.	Student worked in class most of the period. Needed very few reminders to focus on task. Table conversation was focused on art talk.
2	Artwork is complete at the most basic level and could be worked on further.	Artwork reflects adequate control of the media. Basic craftsmanship.	Artwork has the basics.	Basic composition.	Student worked in class part of the period. Needed several reminders to focus on task. Table conversation partially focused on art talk.
1	Artwork appears to still be in-progress.	Artwork appears to still be in-progress.	Artwork appears to still be in-progress.	Artwork appears to still be in-progress.	Student needed lots of reminders to focus on task. Table conversation rarely focused on art talk.

Generic Art Rubric					
	Perseverance and Completeness	Craftsmanship, Skill, and Consistency	Creativity and Inventiveness	Composition	Work Habits
4	Art project is as complete as the student could make it.	Artwork reflects deliberate control of media. Advanced craftsmanship.	Artwork is innovative, completely original, well thought out, and thoroughly developed.	Advanced composition incorporating several of the design elements (balance, contrast, harmony, emphasis, movement, proportion, pattern, variety, unity, rhythm, repetition).	Student worked in class entire period. Did not need to be reminded to focus on task. Table conversation was focused on art talk.
3	Artwork is complete, but could use some finishing touches.	Artwork reflects control of media. Proficient craftsmanship.	Artwork is thought out and developed throughout.	Proficient composition.	Student worked in class most of the period. Needed very few reminders to focus on task. Table conversation was focused on art talk.
2	Artwork is complete at the most basic level and could be worked on further.	Artwork reflects adequate control of the media. Basic craftsmanship.	Artwork has the basics.	Basic composition.	Student worked in class part of the period. Needed several reminders to focus on task. Table conversation partially focused on art talk.
1	Artwork appears to still be in-progress.	Artwork appears to still be in-progress.	Artwork appears to still be in-progress.	Artwork appears to still be in-progress.	Student needed lots of reminders to focus on task. Table conversation rarely focused on art talk.

Developing Performance Tasks...

Step 1: List the skills and knowledge you wish to have students learn as a result of completing a task.

Step 2: Design a performance task which requires the students to demonstrate these skills and knowledge.

Step 3: Design explicit performance criteria which measure the extent to which students have mastered the skills and knowledge.

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HANDOUT PAGE 2



What do you think?


- ✧ A high-quality assessment must include multiple item types.
- ✧ Constructed response items are better than selected response items.
- ✧ All items on an assessment should be written at the level of the standard being assessed.
- ✧ Test validity and test reliability are the same thing.
- ✧ It is okay to use the same assessment for re-testing purposes.


Principles of Assessment

- 1) Should inform teaching and improve learning
- 2) Should draw from multiple sources of information
- 3) Should provide valid, reliable, and fair information


McTighe and Ferrara – *Performance-Based Assessment in the Classroom*

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HANDOUT PAGE 21




Quality Criteria for Classroom Assessments


1. Assessments are **valid**.
The assessment measures what is intended to be measured. It produces accurate and truthful results.
2. Scoring is consistent or **reliable**.
The assessment produces believable results that mirror the learning that has occurred. Consistent results are gleaned across multiple users of the tool.
3. Assessments and surrounding processes are **fair**.
-The level of the assessment is appropriate.
-Students have received adequate opportunity to learn.
-The assessment is free from bias and the format does not interfere with students engaging in the assessment.

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Definition of **Validity**...



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trustworthy

truthful

dependable

believable

plausible

credible

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Definition of Validity...

Truthfulness: Does the test truly measure the learning goal (standard)?



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Three considerations...


3

- 1) Skills and knowledge encompassed within the learning goal (standard)
- 2) Rigor
- 3) Assessment method/match

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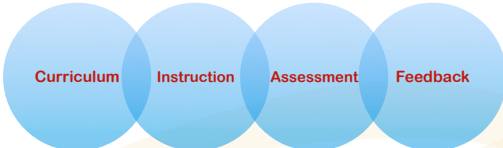


The *foundation* for aligned curriculum, instruction, assessment and feedback is...

a high-quality proficiency scale.

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ALIGNMENT



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A priority standard results in a proficiency scale...

The student will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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READING		
Questioning, Inference, and Interpretation		
Grade 3		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: ask and answer questions to demonstrate understanding of a grade-appropriate text, referring explicitly to the text as the basis for the answers (RI.3.1, RI.3.1)	Sample Activities: Students will work in pairs to come up with a question to ask the class after reading a grade-appropriate text. The question should require the students to refer to the text in providing an answer to the question and to provide evidence found in the text as they share that answer.
Score 2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall specific vocabulary, such as: • answer, ask, basis, detail, explicit, question, refer, text The student will perform basic processes, such as: • answer teacher-provided questions to demonstrate understanding of key details in a grade-appropriate text referring explicitly to the text as the basis for the answers	Sample Activities: Students will be provided a teacher-provided question on a relevant related to a grade-appropriate text. Each student will answer the question by referring to the text.
Score 1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	
Score 0.0	Even with help, no success	

Three considerations...




- 1) Skills and knowledge encompassed within the learning goal (standard)
- 2) Rigor
- 3) Assessment method/match

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Possible Assessment Methods

- **Selected response**
 - Multiple choice
 - True/false
 - Matching
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- **Constructed response**
- **Performance**
- **Personal communication**
 - Instructional questions and oral examination, interviews, conferences, conversations, student journals/logs


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The success of any assessment depends on the effective selection and use of appropriate tools and procedures as well as the proper interpretation of students' performance.

Kassim Shaaban, 2001


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The student will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.


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Score 2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content	
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Success at score 4.0 content		
Grade-appropriate text, referring explicitly to	<p>Sample Activities:</p> <p>Students will read a grade-appropriate text. After reading, they will work in pairs to come up with a question to ask members of the class. The question should require the students to refer to the text in providing an answer and to provide evidence found in the text as they share their responses.</p>	
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nding of key details in a grade-appropriate text		
errors or omissions regarding score 3.0 content		



Can I make a confident inference about the learning that has occurred related to this priority standard?

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A Reliability Consideration...




○ We're likely to mean *dependable*, **consistent**, *stable*, *error-free*.

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A priority standard...

The student will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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Please think about...

how many stars you would award this young learner's piece of writing and why.



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5 star writing	
	Capital letter to start my sentence. I see a dog.
	Punctuation to end my sentence. Where is the dog?
	Use finger spaces. The dog is brown.
	Use neat handwriting. K k
	My sentence makes sense.

Another Reliability Consideration...

- Does the assessment provide enough opportunities for students to demonstrate what they know about the intended learning?

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How Many Items Do We Need?

- ✧ More items at score 3.0 than score 2.0
- ✧ More items at score 2.0 than score 4.0
- ✧ One or two items at score 4.0 is usually enough

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Can I make a confident inference about the learning that has occurred related to this priority standard?


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Important to remember...

If an assessment is valid AND reliable, inferences about learning are more appropriate.

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Issues of Fairness


- Fairness: Assessment level is appropriate.
- Fairness: Students have an opportunity to learn.
- Fairness: Assessments are as free from bias as possible.

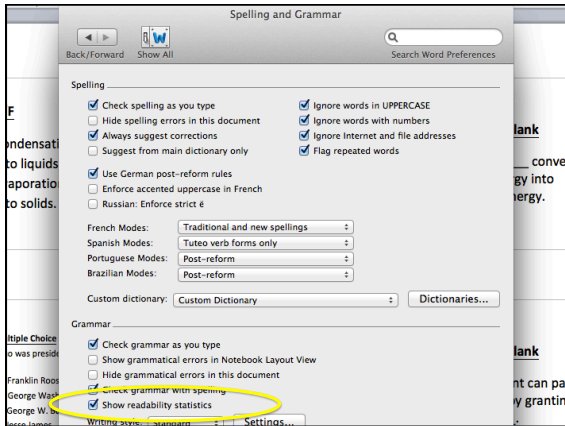
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"It's a wonder I haven't abandoned all my ideals, they seem so absurd and impractical. Yet I cling to them because I still believe, in spite of everything, that people are truly good at heart.

It's utterly impossible for me to build my life on a foundation of chaos, suffering and death. I see the world being slowly transformed into a wilderness, I hear the approaching thunder that, one day, will destroy us too, I feel the suffering of millions. And yet, when I look up at the sky, I somehow feel that everything will change for the better, that this cruelty too shall end, that peace and tranquility will return once more"

- July 15, 1944

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Types of Bias

- Offensive content
- Stereotyping
- Unfair representation
- Use of situations that may be unfamiliar to subgroups
- Poorly written items
- Literacy bias (using overly sophisticated language for the nature of the content)—David Meisner

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Fairness - Format

- Directions
- Enough space
- Visually appealing

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Write a short answer for each of the following questions

1. Define each of the following terms.

- B.C.: _____
- B.C.E.: _____
- A.D.: _____
- C.E.: _____
- Circa: _____

11. Write a definition for each term in the space provided.

B.C.	
B.C.E.	
A.D.	
C.E.	
Circa	

12. What is the significance of each term that is used to refer to different periods during prehistoric times?

Stone Age	Bronze Age	Iron Age

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HANDOUT PAGE 2



Our Working Lunch Activity...

- 1) Please use pages 25 and 26 in your handout. Build understanding of Webb's Depth of Knowledge by reading through the information provided.
- 2) As table partners, please complete the DOK practice.
- 3) Be prepared to discuss your work after the break.

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Our Working Lunch Activity...

- 1) Explain steps in a process or inform the reader about a specific topic.
- 2) Understand that procedural writing explains to the reader how-to make or do something, gives explanations, gives procedures to a task, or gives instructions to complete a task.
- 3) Cite specific textual evidence to support analysis of primary and secondary sources.

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DOK Discussion Questions

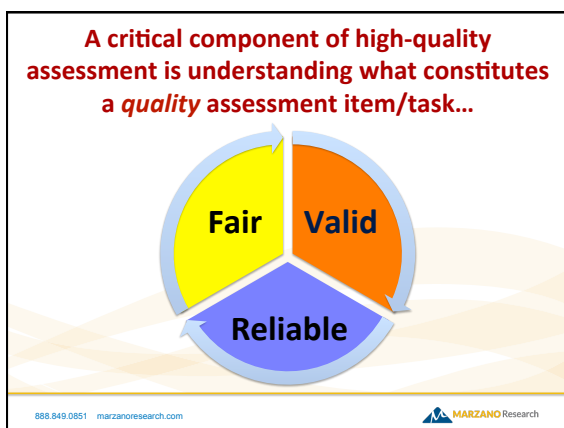
- When in the assessment development process should DOK assignment occur?
- How does this step impact *item development*?
- How does DOK assignment impact *instruction* of the content being assessed?

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0 content, and partial success at score 3.0	
Such as:	Sample Activities: Students will be provided a teacher-provided question on a notecard related to a grade-appropriate text. Each student will answer the question by referring to the text.
Understanding of key details in a grade-appropriate text	
Errors or omissions regarding score 3.0 content	



HANDOUT

PAGE 27

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Writing Quality Assessment Items

Selected Response Items

- True/False
- Matching
- Multiple Choice

True/False

- Related to a single idea
- Absolutely true OR absolutely false
- Avoid using qualifiers, options, and negatives
- Use sparingly, as students have a 50-50 chance of guessing the correct answer

Matching

- Homogeneous in content
- Keep the matching set short
- Use same number of items to be matched OR items may be used more than once
- Longer reading on the left, matching items on the right

Multiple-choice

- Problem clear in the stem when
- Stem stated in the positive when possible
- Emphasize qualifiers in the stem
- All answer choices plausible
- Answer choices parallel in grammar and length
- Avoid "all" or "none of the above"
- Answer choices in a logical order
- Avoid clues in answer choices
- One correct response possible

Constructed Response Items

- Fill-in-the-blank
- Short Answer
- Essay

Fill-in-the-blank

- Position the blank at the end of the sentence, if possible
- Limit the number of blanks in an item
- Blanks should be some length
- Be sure information prior to/surrounding the blank is adequate
- May use a word bank

Short Answer and Essay Items

- Make the nature of the responses desired clear to the reader
- Develop and communicate scoring criteria for the question
- Provide adequate space for responses

RESOURCE:

23

Step 1: Read handout page 27 to familiarize yourself with item development guidelines.

Writing Quality Assessment Items

Selected Response Items	Constructed Response Items
<ul style="list-style-type: none"> True/False Matching Multiple Choice 	<ul style="list-style-type: none"> Fill-in-the-blank Short Answer Essay
<p>True/False</p> <ul style="list-style-type: none"> Related to a single idea Absolutely true OR absolutely false Avoid using qualifiers, opposites, and negatives Use sparingly, as students have a 50-50 chance of guessing the correct answer <p>Matching</p> <ul style="list-style-type: none"> Homogeneous in content Keep the matching set short Unknown number of items to be matched OR items may be used more than once Longer reading on the left, matching items on the right <p>Multiple-choice</p> <ul style="list-style-type: none"> Problems clear in the item stem 	<p>Fill-in-the-blank</p> <ul style="list-style-type: none"> Position the blank at the end of the sentence, if possible Limit the number of blanks in an item Blanks should be some length Be sure information prior to/surrounding the blank is adequate May use a word bank <p>Short Answer and Essay Items</p> <ul style="list-style-type: none"> Make the nature of the response desired clear to the reader Develop and communicate scoring criteria for the question Provide adequate space for responses

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Step 2: Work with the designated group to determine which item presented is the:

- 1) well-constructed item
- 2) poorly constructed item

Be sure to identify the guidelines that determined your decisions.


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Step 3: We will discuss the items to ensure we all have consistent understanding of high-quality obtrusive items.

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HANDOUT
PAGE 22

 **MARZANO**
Research


Assessment Review Checklist
Content Area _____
Grade Level/Course and Standard(s) _____

Review Criteria	Yes	No	Item in Need of Revision	Comments
The assessment measures the knowledge and skills described in the standard.				
The assessment is free from bias.				
The assessment is written at the developmentally appropriate level and correct readability level.				
Assessment items follow guidelines and are clearly written.				
The Answer Key is accurate and matches the assessment.				
EVERY item has an answer. "Answers may vary" is typically not acceptable.				
A rubric or checklist is provided, if needed.				
Directions are present, and are clear and complete.				
The "Materials Needed" list is accurate and complete.				

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Please review each
criteria on the
checklist. Try to
put each criteria in
your own words.

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Let's explore this idea a bit further...

Please use pages 40-46 in your handout.
Choose one of the assessments to work through as table partners. First, spend a bit of time on your own to familiarize yourself with the content on your chosen assessment.

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Review Criteria	YES	NO	Needs Revision	Comments
★ The assessment measures the knowledge and skills described in the standard.				
★ The assessment is free from bias.				
★ The assessment is written at the developmentally appropriate level and correct readability level.				
★ Assessment items follow guidelines and are clearly written.				
★ The Answer Key is accurate and matches the assessment.				
★ EVERY item has an answer. "Answers may vary" is typically not acceptable.				
★ A rubric or checklist is provided, if needed.				
★ Directions are present, and are clear and concise.				
★ The "Materials Needed" list is accurate and complete.				

Day #2 Learning Outcomes...

- Learn about developing high-quality performance assessments.
- Learn how to design valid, reliable, and fair classroom assessments that meet technical quality requirements of the Wyoming District Assessment System.
- Explore Webb's Depth of Knowledge and how to apply cognitive demand principles to assessment development.
- **Discover unobtrusive and student-generated assessment techniques that provide additional checks for understanding.**

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HANDOUT PAGE 2



A Focus for Today...



Unobtrusive

- Informal, do not interrupt the normal flow
 - observations, listening for key ideas, watching for key actions or processes

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The first step to student engagement...

Consider a variety of ways for me to show you what I know.



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Conceptual Background

- Everyday interactions are potential assessment opportunities.
- Informal formative assessment embed assessment into activities already occurring the classroom.
- Quick, spontaneous, "on-the-fly", flexible


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Everybody Thinks

✧ *Describe some unobtrusive assessment techniques you use in your classrooms (or have seen).*


✧ *Upon cue, we will share ideas with another.*

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
Let's examine a few more...







- 1) Self-reflection scales
- 2) Partner or group share-outs
- 3) Some that require physical movement
- 4) Other

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Fist to Five Check


	I completely understand
	I mostly understand
	I understand pretty well
	I could use more practice
	I need help
	I don't understand at all

Based on today's learning goal . . .

An expert 4 I can Teach it! 	A Practitioner 3 I Got It 	An Apprentice 2 I Have Questions 	A Novice 1 I Am Lost 
I can go above and beyond understanding. I can also help a friend who is having trouble.	I understand how to apply to ALL real-world situations.	I understand how to apply SOME of this to real-world situations	I understand with help from my teacher.



Think-Pair-Share



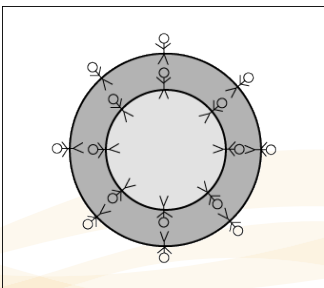
According to 5th grader Abby, "I feel very good inside because when someone else hears my thoughts and understands them, then they tell me what was good about what I said."


This strategy is a simple but powerful tool that should be used repeatedly and consistently throughout the day!

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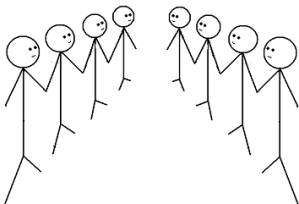
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Inside-Outside Circle



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Line-Ups





Have you done a Scoot?

- Write content questions (enough so there is one on every desk).
- Give each student a response sheet (depending on level, they can respond with A,B,C or single words or sentences).
- Each child goes to a desk and reads the question on the card and marks their response on their sheet. At the teacher's signal, they move to the next desk.

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Hold-Ups



- Number Card
- True/Not True
- Multiple-choice
- Whiteboard

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Technology Tools



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Have you heard about Plickers?

- www.plickers.com
- Free app you download on teacher's phone or ipad
- Each student has a card (get online)
- Students hold up answer to multiple choice question
- Teacher scans with device
- Almost instantly tells you which student has which answer
- Can use the same set of cards for multiple class periods

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Plickers Student Card



A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R
S	T	U	V	W	X
Y	Z				